

GLOBAL EXECUTIVE REPORT

Implementation of functional training sessions for Open Educational Resources (OER)
Portugal, Italy, Slovenia, Spain, and Austria



Global executive report on the implementation of functional training sessions for Open Educational Resources (OER) in Italy, Portugal, Spain, Slovenia and Austria

This report corresponds to the Intellectual Output 4 and results of the analysis of main findings of the national trainings.

Training on Protected Reporting from Professional and Grassroots Sports

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INTRODUCTION

The pilot training sessions of the project T-PREG's E-Learning Module were important to develop specific capacity of sport bodies top decision makers to establish and use properly Protected Reporting Systems and other reporting mechanisms. These sessions played a crucial role to acquire information and elements which contribute to the appropriate diffusion of the E-Learning Module itself as an Open Educational Resource within the world of sport.

The partners were able to focus both on the average starting level of knowledge of the topic by sport bodies top decision makers, a first reliable estimation of the impact generated by the training intervention and a set of key elements related to the vision of the topic. This information is coherently functional to the use of the Open Educational Resources (OER) and to their possible further improvements.

In this document you find the data and general interpretations of the implementation of pilot trainings and three final remarks which elaborate an integrated interpretative framework.

IMPLEMENTATION

Collective and individual training sessions were developed between September 2019 and December 2020. The following sections describe how the different types of training were implemented in Italy, Portugal, Spain, Slovenia, and Austria.

The target group included 118 top decision-makers in sport, compliance officers of football clubs, and relevant professional and grassroots sport stakeholders. The target groups also include post-graduate student of courses related with sport management, international studies and topics related with the infiltration of organized crime in sport. The details of the training sessions are described in each national report.

Type of sessions

a) Preliminary sessions

Preliminary training sessions were held during 2019. Preliminary contents of the e-learning module were presented. There was a discussion moment with the different sport actors and stakeholders who attended the events in the framework of European Week of Sport. The objective was to receive their feedback and collect inputs to optimize the modules and finalise the first operative version of the e-Learning course. A list of contacts was collected from those interested in receiving access and doing the e-learning module once it was operational.

b) Collective sessions

Different group sessions were held for diverse audiences. The groups comprised from 5 to 30 people.

The group sessions were organized as follows. Initially, the project was presented by the team members of project T-PREG, who led the training sessions. The first questionnaires concerning perceptions were then distributed for participants to complete before starting the training session. Subsequently, the different e-learning modules were presented on a big

screen for everyone to see at the same time. The versions in local language were used in the sessions. When the trainees were from international groups (as was the case of the international session with members of S4MED project in Portugal) the English version was used.

At the end, the participants answered the evaluation questionnaire and there was an open session for Q&A. The results of these sessions were positive.

c) Individual remote sessions

Taking advantage of the network of contacts generated throughout the different events, and the dissemination activities, various sports top decision makers and other sport actors were contacted via email to carry out the online training. In the cases of those who accepted to do the training, a formal email was sent with all the necessary data to carry out the e-learning module, including a general pre-established username and password for access.

Participants had to complete the first questionnaire in google forms before taking the e-learning module and a second questionnaire concerning the evaluation, at the end.

NATIONAL REPORTS

Report of Portugal

(available version in Portuguese and in English)

Report of Spain

(available version in Spanish)

Report of Slovenia

(available version in English)

Report of Italy & Austria

(available version in English)

Full National Reports are available in: <http://www.tpreg-training.eu/>

FINDINGS

The comparative analysis of the Training Sessions in each country has allowed to enucleate the three following key common issues:

1. The Sport bodies top decision makers (and their influencers) have in general a very limited knowledge of the topic 'reporting mechanisms', in all its aspects and typologies:
 - 1.1 **In many cases they don't even know the issue in itself:** they are not aware that this component exists, and it is becoming structural for policies;
 - 1.2 **Most of them have a very reduced set of informations on the topic,** usually with some confusion, and they pay a marginal attention to it;
 - 1.3 As a matter of fact, **none in 4 countries has demonstrated an initial full and consistent mastership of the topic.**

2. The E-Learning Module testing has shown:
 - 2.1 A first very positive evidence is that indicatively **all testing trainees have shown interest in the topic** and to be open-minded to develop future know-how;
 - 2.2 A second very positive evidence is that **at the end of the test the average knowledge and capacity has improved, indicating that, if properly conveyed, the use of reporting mechanism is viable within the world of sport.**

3. Trust, Environment, Anonymity

In its essence, according to the point of view of tester, it can be said that we face three key concepts for the success of the use of reporting mechanisms:

 - 3.1 The first crucial factor is **TRUST.**
 - 3.2 The second crucial factor is the **ENVIRONMENT: the tone of the top and the daily values.**
 - 3.3 The third crucial factor is the insurance of **REAL ANONIMITY.**

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Final report on the implementation of functional training sessions for Open Educational Resources Global report

